INTRODUCTION
A NOTE TO STUDENT TEACHERS

For candidates seeking licensure, the student teaching experience is one of the most rewarding and challenging components of the Teacher Education Program at Mars Hill University. This opportunity to serve students and families in the grades K-12th settings opens avenues and chances to make a difference in the social, emotional, and intellectual lives of students and their families. This journey is filled with many emotions. At times, there will be joy, stress, anxiety, wonder, and excitement. The TEP faculty is committed to teaching, assisting, guiding, and counseling student teachers with efficiency, diligence, and tenacity in order to help them develop into Teacher as Progressive Leader. Under the careful guide of a cooperating teacher and a university site supervisor, the student teacher is supported and evaluated throughout the entire experience. This Handbook will guide student teachers through the process and enable them to be successful in their professional journey.

Please print and sign the last page of this Handbook to acknowledge that you have read and fully understand the entirety of this document. If you have questions, it is your right and responsibility to gain clarity prior to signing the acknowledgement agreement.
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MISSION STATEMENTS

MARS HILL UNIVERSITY MISSION STATEMENT

Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is:
- grounded in a rigorous study of the Liberal Arts
- connected with the world of work, and
- committed to character development, to service, and to responsible citizenship in the community, the region, and the world.

TEACHER EDUCATION PROGRAM MISSION STATEMENT

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy to enable them to revive the positive conditions that making genuine learning possible.
Mars Hill University
Teacher Education Program

Conceptual Framework
This document is the foundation on which the Mars Hill University Teacher Education Program forms its goals for the pre-professional teacher candidate. Each component of the Conceptual Framework provides the professor and student space to explore, discuss, research, and reflect on what it means to be a professional in the Field of Education. Please read through this document carefully and thoughtfully.
Teacher as Progressive Leader

The Evolution of the New Model

The new conceptual framework for Mars Hill University’s Teacher Education Program has evolved from earlier models that have guided our successful and growing program in Western North Carolina for more than two decades. Our previous framework, *The Teacher Professional*, focused on three central components of good teacher preparation: content knowledge, pedagogical skills, and professional ethics. The new framework emerged from the foundations of that original, but incorporates the education faculty’s changing understandings of, and perspectives on, teaching and learning. The new model manifests concerns about changes in our world, changes in the teaching profession, and changes within the socio-political contexts in which schooling occurs. The faculty’s continuing scholarship and professional activity have resulted in our awareness of a rapidly changing national landscape with regard to technology, communications, demographics, economics, and culture, as well as trends in American educational practice and policy. The new framework is built on our recognition that while continuous reworking of the program is necessary to continue preparing successful teachers in a changing world, certain sound principles about teaching—and about human curiosity, growth and motivation—endure. These constants include certain instructional principles as well as an understanding of teachers’ responsibility to teach to the heart and not just the mind—to work toward social justice and equity.

The New Conceptual Framework: A Response to Challenges

We believe that the next generation of teachers, and perhaps American education as a whole, will face important challenges brought about by the effects of large-scale reform that appears to have as its goal the realization of uniform schools in the U.S. or perhaps the replacement of free public education with privatized, profit-driven schooling. We have watched as these reforms have been implemented and as the efficiency model of schooling has become further embedded in the culture of American education. Among the school reforms we consider problematic are those based on an industrial model of schooling, the major components of which are: reductionist concepts of teaching and learning; the growth of the audit or accountability culture in education; the deskilling of teaching; over-reliance on questionable, short-term research in designing reforms; the imposition of marketplace principles and values on schools; the influence of anti-intellectual political and religious forces; and the efforts of various “philanthrocapitalists” and other corporate entities to influence education initiatives by offering financial incentives.

The collective impact of these reforms is to challenge us to resist the resulting shift in educational priorities from student discovery and independent thought to mean gain scores on standardized tests. We find common ground with Diane Ravitch, who in her most recent book,
The Death and Life of the Great American School System, a recantation of her long-standing belief in such reforms, concluded with the following caution:

At the present time, public education is in peril. Efforts to reform public education are, ironically, diminishing its quality and endangering its very survival. We must turn our attention to improving the schools, infusing them with the substance of genuine learning and reviving the conditions that make learning possible (p. 242).

Our new framework is designed to prepare teachers to meet the challenges that will face them with optimism and energy and enable them to revive the positive conditions that make genuine learning possible. Like the original, our new model is based on three components. First is creative pedagogy, that is, the capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions. Second is knowledge of academic disciplines, an understanding of the central questions and methods of the major disciplines that enables effective teaching of those represented in the K-12 curriculum. The final component is critical agency, the awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

Framework Component 1: Creative Pedagogy

The teacher who is prepared to practice creative pedagogy can accept the challenge to create a curiosity-driven classroom, to be willing and able to experiment and take the risks associated with real learning. Graduates trained in creative pedagogy resist conformity and uncritical compliance with measures that serve the interests of individuals or agencies other than the students for whom schools truly exist. Resistance to these dominant forces requires the ability to reflect critically and plan and act autonomously, the ability to constantly reinvent ways of engendering student engagement and understanding, and the capacity for self-searching and willingness to speak clearly to power.

The new conceptual framework will inform a program that helps candidates develop strong, creative, and problem-solving faculties. We intend that graduates of the Mars Hill program will enter the classroom prepared to design, and not just implement, curricula and instruction. Consequently, they will be able to address effectively the differing needs of their students and will be able to adapt rapidly to the changing demands and circumstances characteristic of life in schools.

This creative dimension of our framework is a response to the accelerating de-skilling of teaching. With the mandate for statewide curricula and testing, and indeed with a clear movement toward a national curriculum and national uniform testing, the classroom teacher’s prerogative to shape curriculum is disappearing. Peter Taubman, in his recent book on the effects of school reforms (2009), writes:

We have arrived at a moment when teachers and students are subjected to a curriculum driven by disconnected multiple-choice questions or essay prompts that must be answered in a set amount of time and that have little
if any relationship to problems, interests, or speculations that we might associate with thinking, erudition, creativity, or a curriculum animated by and responding to the flux of a classroom. . . . we have already entered the ‘soundbite’ approach of the test-driven curriculum (pp. 17-18).

Our program is designed to help teachers work with the standard curriculum as a set of broad outlines—not as a list of directives to be literally and mechanically executed. We believe that while standard goals and objectives must be taught, the weaving of curricular elements into the everyday fabric of what and how students learn should remain the domain of the classroom teacher. Teachers have become increasingly reliant on instructional systems produced by profit-driven entities. These include instructional plans and materials with specific directions for their use, sequencing calendars, assessments, progress records, and remedial packages. This kind of other-directed teaching experience, unshaped by the teacher’s own educational values, personal creativity, and unique understandings of teaching and content devolves into a lifeless exercise devoid of meaning and professional satisfaction. Elliot Eisner describes this as “...pedagogical intelligence freezing into mechanical routine” (p. 177).

**Framework Component 2: Knowledge of the Academic Disciplines**

With increasing emphasis on standard testing and accountability, factual recall and the empty display of academic procedures are the central preoccupations of K–12 learning. Among the richer and more complex aspects of scholarship have been sacrificed for higher test scores is the knowledge of how disciplines are organized and how they generate knowledge. Beyond study of the most commonly anthologized content of disciplines, we believe it is necessary for education majors, and ultimately, their students, to know about disciplinary structures and processes, including direct experiences with the real-world objects of study, hands-on application of methods of inquiry, and exposure to working members of disciplinary communities. We believe that candidates should have understandings about the disciplines listed in the following set of expectations:

Candidates should understand that knowledge is divided into fields of study according to patterns which determine what can and cannot be included in each field.

Candidates should understand that each field of study has its own forms of representation, data structures, perspective frames or interpretations, methods of inquiry, technologies, and pedagogies.

Candidates should understand that though fields of study are separate, they overlap in areas and can inform one another.

Candidates should understand that each discipline has rules, procedures, and standards which are negotiated and upheld by the members of its community.
Candidates should understand that disciplinary rules and standards are strong, but not inflexible, and evolve as the understandings of the discipline evolve.

Candidates should understand each discipline’s assumptions about the nature of truth.

Candidates should be able to apply research and interpretations skills within different fields of study.

Instead of focusing on disassociated facts to be memorized, our graduates should teach their students to apply the questions and skills of knowledge production in each discipline. Teachers should provide opportunities for students to have direct experiences with the observation, experimentation, and interpretation leading to knowledge production. This aspect of our model will inform our daily practices as teacher educators who serve diverse candidates preparing to pass along disciplinary knowledge and its methods of production to a new generation of K-12 students.

Framework Component 3: Social Justice through Critical Agency

Critical agency is action taken to resist social injustice and economic inequity. Critical action is informed by an awareness of often-covert sources of oppression and limitations on opportunities for meaningful lives. This idea emanates from the critical pedagogy movement, liberation pedagogy, and similar modes of thought and philosophies of education. Adherents to these modes of thought include Lisa Delpit, Gloria Anzaldua, Elliot Eisner, Michell Fine, Paulo Friere, Henry Giroux, Ivan Illich, Bill Pinar, Joel Spring, Joan Wink and many other contemporary thinkers. Graduates who are prepared to apply the principles of critical agency to the challenges of social justice will be prepared to transform the lives of their students.

A commitment to social justice lies at the heart of the Mars Hill University Teacher Education Program. Its aim is to prepare graduates, who in their own teaching practices, are committed to making students aware of the historical, social, political and economic forces that shape their lives and the lives of others, and who are empowered to take active roles in the life-shaping processes at work in schools, communities and the wider world. The means of achieving this aim are twofold. First, candidates themselves must become aware of the multiple interests, both implicit and explicit, that influence schools and communities, and learn to distinguish between those that are liberating and those that are oppressive. With this understanding, candidates can then develop the capacity to take individual and collective action to affirm the former and confront the latter. It is especially important that teachers enact these principles in their own classrooms, schools and communities. Schools, like other institutions, harbor bias, privilege, and social and economic inequities--and their consequences, personal diminishment and the failure of human potential. The teacher who has been made aware of such consequences and is prepared to address them effectively is, in our view, prepared for the most fundamental tasks of good teaching.
Second, candidates must be prepared to empower their students with those same understandings and equip them with the knowledge and skills to effect equity and social justice in their own lives and the lives of others. Students come to teachers from particular life-worlds constructed of culture, language, geography, economic conditions, and understandings of, and adaptations to, their worlds. It is the well-prepared teacher’s part to understand these diverse worlds of origin and help students expand them through a rigorous study of multiple disciplines. These expanded understandings of the world must also include awareness of the world outside oneself, and to an acknowledgement of the legitimacy, intensity, and immediacy of others’ internal experiences. This leads to a realization of the need for fairness, social equity, and compassion and to a recognition and acceptance of one’s responsibilities to others.

The Mars Hill Teacher Education Program is rooted in understandings of the relationship between rigorous inquiry, critical reflection, responsible action, and personal efficacy. We believe that education traces its power and importance from Latin origins, e ducere, to “lead from,” that is, from a limited state of awareness of our responsibilities to others. A heightened awareness of these responsibilities, gained from critical reflection leads to the recognition that equity and social justice is a central objective for teachers. This is consonant with the Mars Hill University Mission Statement which articulates a commitment to rigorous study, engagement in the world of meaningful work, and responsible citizenship, service to others, and ethical thought and action.
References


PROFICIENCIES RELATED TO DIVERSITY IN THE CLASSROOM

As you enter into your assigned classroom, you will encounter many forms of diversity such as race, gender, language, socioeconomic levels, religion, learning styles, and ability levels. Throughout your program of study, you have developed and have been taught proficiencies (knowledge, skills, and dispositions) that you are expected to demonstrate through working with students from diverse groups in classrooms and schools.

The knowledge and skills you are expected to demonstrate include differentiating instruction, assisting with individual education plans, and developing lesson plans that include modifications/accommodations that reflect attention to individual and cultural differences among students. In addition, the knowledge and skills will be demonstrated through the practice and application of the five North Carolina Professional Teaching Standards:

Standard 1: Teachers Demonstrate Leadership
Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
Standard 3: Teachers Know the Content They Teach
Standard 4: Teachers Facilitate Learning for Their Students
Standard 5: Teachers Reflect on Their Practice

The dispositions include thirteen of the twenty-eight dispositions that you were assessed during Transition 1: Admission to Teacher Education, and Transition 2: Admission to Clinical Practice. All 28 dispositions reinforce the Conceptual Framework, program goals, and expectations. Listed are the dispositions related to diversity:

- Open to new forms of inquiry and knowledge
- Open and receptive to change
- Builds new understanding from personal reflection and reading
- Seeks new experiences that broaden knowledge
- Maintains positive attitudes in and out of class
- Acts with fairness and honesty
- Recognizes personal limitations and seeks to overcome them
- Tolerant and responsive to ideas of others
- Respectful of and responsive to individual differences
- Believes in the worth and potential of others
- Believes that everyone can and will learn at their potential
- Seeks to understand beliefs, values, and understandings of all individuals
- Is fair and just with all individuals

These proficiencies are important for a successful student teaching experience and are necessary to help all students learn.
POLICIES AND PROCEDURES FOR STUDENT TEACHING

Policies Governing Clinical Practice

- A candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching.

- A student teacher may not student teach in a school which he or she attended as a student, has a child(ren) enrolled, or you have a previous relationship with the school.

- Student teaching is limited to the following systems: Asheville City, Buncombe, Haywood, Henderson, Madison, McDowell, Mitchell, Transylvania, and Yancey.

- Student teaching is not allowed during the summer months based upon the fact that: (1) the student teaching experience must be 10 continuous weeks, (2) faculty are on a 10-month contract, and (3) limited number of year-round schools and their schedules.

- During the student teaching semester, a student is allowed to take one semester long course while student teaching. After the successful completion of student teaching, a student is allowed to take one Adult and Graduate Studies course during the spring/fall second term. If a student does not need to take a semester long course, two Adult and Graduate Studies courses are allowed after the successful completion of student teaching. Additional course work is not permitted. Course load during the semester may not exceed 18/19 hours. (ED 470 nor ED 491 student teaching seminar will not interfere with this policy)

- A student teacher will be placed in a public school classroom that corresponds to the level/area of licensure being sought.

- The student teaching experience may not take place in the school where the candidate is employed as a teacher assistant.

- Any individual hired as a teacher through lateral entry in the area of desired licensure may exempt the student teaching experience with the recommendation of the school system of employment, receiving minimal passing scores on the appropriate area Praxis II exam(s), the recommendation of the major department, and the approval of the Teacher Education Council.

- All student teaching placements must be made and confirmed by the Teacher Education office and the school district administrative offices. All other arrangements and placements will not be honored. If a candidate elects to deny the placement, he/she must reapply for clinical practice the following semester. The following criteria will be used to secure student teaching placement:
  a. Candidate may not student teach in a private school
  b. Candidate may request a placement in a charter school
  c. Candidate may not student teach in a school their child(ren) attend
d. Candidate may not student teach where they or their immediate family hold a position (i.e. PTO officer, teacher assistant, etc)

- The student teaching semester may be terminated early if at any time the university site supervisor or program coordinator, in collaboration with school officials, has documented evidence the placement is not conducive to establishing a positive learning environment for P-12th grade students, is against school or district policies, or university policies and procedures, and in any way compromises the integrity of the university’s teacher education program.

- Candidates who have been terminated or received an unsatisfactory grade for student teaching and did not meet all indicators on the Certificate of Teaching Capacity and/or was evaluated to be unsuccessful by the cooperating teacher may be allowed to repeat student teaching at the discretion of the Teacher Education Department Chair and the candidate’s program coordinator. Candidates have a total of two opportunities to complete the student teaching experience. If for any reason the candidate is found to be unsuccessful at the end of the second attempt, he/she will be counseled out of the Teacher Education Program.
ROLES AND RESPONSIBILITIES: PREPARING THE TEACHER PROFESSIONAL THROUGH AN ACT OF INQUIRY

INTRODUCTION

The professional semester is a full semester of student teaching based upon the calendar of the host school district (some programs may also require a first semester internship). The professional semester is a full time professional clinical experience in a public school setting. At Mars Hill University, the professional semester is the culminating experience where teacher education candidates work in a mentoring relationship with a cooperating teacher. The professional semester is continually supervised under the guidance of experienced professionals. This section of the Handbook outlines the roles and responsibilities for all partners in the professional semester.

DEFINITION OF TERMS

1. University Site Supervisor. A person holding faculty rank at Mars Hill University who has the expertise in professional education, teacher education, and the student teacher’s area of specialization. The university site supervisor shares with the cooperating teacher the responsibilities for guidance, direction, and evaluation.

2. Cooperating School. A public school where student teachers are placed for their clinical experience. The school administration and qualified teacher have made a commitment with the university to provide the necessary support to enable student teachers to develop their potential.

3. Cooperating Teacher. An experienced public school teacher who had demonstrated a high level of skill in teaching, learning, assessment, and classroom management. The teacher has three years experience in teaching and holds a current, valid license with the NC Department of Public Instruction.

4. Student Teacher. A teacher education candidate at Mars Hill University seeking licensure. This individual has been admitted to the clinical phase of their professional experience at Mars Hill University by the approval of the Teacher Education Council.

5. Student Teaching. A 10-week professional experience in a public school setting under the direction and guidance of a cooperating teacher and a university supervisor.
ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHER INTERN

Student teaching is part of a full-semester or full-year internship, full-day clinical experience. It requires full commitment and dedication from the student teacher. Typically, candidates take 7 hours of student teaching, 3 hours of student teaching seminar and 3 hours of ED 470 Diversity in American Schools, and are allowed six hours for additional coursework for a total of 19 semester hours. **No other coursework is permitted and student teachers are not permitted to participate in outside employment without the written consent of the program coordinator. This is to allow the candidate sufficient time for full participation as well as planning, preparation, and reflection.** It is expected that they will participate in all non-instructional duties such as before and after school meetings, bus duty, lunch and breakfast duty, and other extra-curricular activities deemed appropriate by the cooperating teacher and the university supervisor. Some specific responsibilities include:

Active listening and open communication with the cooperating teacher and the university supervisor. This includes honest discussion and reflection on experiences, accomplishments, and areas for improvement, especially during the mid-semester and final evaluation.

1. Commitment to students in the classroom and their own work as a learner of teaching. This calls for careful observance of policies and procedures. It is expected that the student teacher will volunteer for duties that can be handled, especially housekeeping duties and routine non-instructional tasks.

2. Preparedness to fulfill any and all expectations and obligations, with the expectation for prompt arrival at school each day and remaining until the cooperating teacher is scheduled to leave the school. This will include attending Individual Education Plan (IEP) and transition meetings.

3. Maintaining a focus on personal and professional health. It is essential that student teachers be well organized, eat well, get enough sleep, and avoid unnecessary outside stress in order to be alert and focused.

4. Acting professional through their appearance, language, and behavior. Professional appearance and behavior allows one to establish credibility more easily with students, parents, and teaching colleagues.

5. Thoughtful inquiry that is supported by careful observations and thoughtful analyses. The Capstone Experience (if required) provides the student teacher with the opportunity to formulate questions, conduct research, collect data, and make improvements to his or her understandings and abilities to support the learning and development of all students.
6. Student teachers shall carry a full teaching load for a minimum of three weeks.

7. The student teacher should compile a bound portfolio during the student teaching experience containing school calendar, classroom schedule, school polices, weekly reports, survey of school services, lesson plans, observations, reflections, and additional assignments as required by program coordinator.

8. Student teachers are expected to meet with his / her college supervisor at least once a week.

9. Complete evaluation forms of the student teaching experience and process.

10. Complete surveys to evaluate this experience.
ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SITE SUPERVISOR

The university site supervisor is a faculty member of Mars Hill University who holds a license in either the content area or curriculum and instruction supervision. The university site supervisor acts as a liaison between the university and the public schools and the host school districts to ensure optimal opportunities for learning to teach. Prior to the student teaching experience, the university will conduct an orientation for all cooperating teachers. Within the first two weeks of the internship the university site supervisor will meet with the cooperating teacher and the student teacher to ensure that everyone understands their roles and responsibilities.

During the professional semester, the university site supervisor will conduct at least two formal observations of the student teachers’ performance, conference regularly with both the student teacher and the cooperating teacher, provide support and feedback on an ongoing basis, and provide student teachers with the resources they need. The university site supervisor is in regular email and phone communication with the cooperating teacher and is responsible for holding weekly seminar sessions. The university site supervisor is responsible for establishing an evaluation meeting at the mid-semester point and at the end of student teaching. University site supervisors are responsible for completing surveys to evaluate this experience.
ROLES AND RESPONSIBILITIES OF THE
COOPERATING TEACHER/MENTOR

The cooperating teacher is a critical person in the student teacher’s professional semester, exerts a powerful influence over the dispositions and practices of the student teacher, and sets the stage for success in the teaching profession. The cooperating teacher is responsible for orienting the student teacher by:

- In accepting a student teacher, the cooperating teacher should voluntarily express the desire to supervise a student teacher. No cooperating teacher should be assigned more than one student teacher at a time except where the teachers are part of a teaching team.
- The cooperating teacher should be familiar with the background data provided in the student teaching application.
- The cooperating teacher should gradually induct the student teacher into the teaching program by using purposeful observation, careful planning, successful participation, and constructive evaluations.
- Helping the student teacher become acquainted with the student teaching requirements.
- Introducing the student teacher to the class and informing them that there is another teacher in the classroom.
- Minimizing the notion of “student” teacher and interacting as “teachers” in the classroom.
- Conversing with the student teacher in order to get to know them as an individual.
- Making introductions to the faculty and other school personnel.
- Providing the student teacher with a work area and a space for personal belongings; and making available all materials including student/teacher texts, teacher’s editions, and district curriculum guides, testing materials, etc.
- Acquainting the student teacher with all instructional materials and supplies available on the campus.
- Encouraging the student teacher to learn the names of students and other professionals.
- Assisting the student teacher with becoming acquainted with the community.
- Sensitizing the student teacher to the community and the educational resources.
- Providing all relevant district policies and procedures.
- Completing surveys to evaluate this experience.

To enhance the observation and participation of the student teacher, the cooperating teacher can provide assistance with effective observation by doing the following:

- Encourage the student teacher to observe with a purpose: For example, select settings and opportunities for observation of implementing content standards, various teaching methodologies, motivational techniques, management styles, and classroom climate.
• Provide opportunities to observe and study classroom routines, procedures, and rules.
• Introduce the student teacher to various ways of handling motivational and behavioral problems and discuss different ways to address these issues.
• Encourage participation in preparing mini-lessons, long-range planning, and short-range planning. This would include a discussion on assessment and record keeping.
• Invite the student teacher’s involvement in preparation and discussion of daily and long-term planning.
• Invite the student teacher to participate in activities that will build confidence, generate interaction with pupils, and acquire organizational skills (e.g. taking roll, administering tests, reading aloud, giving individual help to students, grading papers and recording grades).
• Include the student teacher in discussion of and planning with students.
• Listening to the student teacher’s ideas and suggestions and assist the student teacher in selecting the practical ones.
• Involve the student teacher in school meetings, department meetings, and system-wide meetings.
• Discuss issues of concern (e.g. the need for flexibility in planning).
• Appropriately including the student teacher in conferences with parents.
• Discuss possible causes of and ways to handle unacceptable behavior.
• Discuss how to achieve affective goals, attitudes, habits, and appreciation.
• Use a variety of observation techniques.

As the professional semester builds, it is expected that the student teacher will take on increasingly more responsibility. Ultimately, the student teacher is required to teach, at a minimum, three weeks of full-time student teaching. At all phases of the professional semester, the cooperating teacher is required to provide support and feedback. Quality supervision is critical to a successful student teaching experience. Therefore, high quality supervision includes:

• Observing on a regular basis and in a variety of situations.
• Providing feedback on the execution of professional responsibility (short and long range planning, assessment, record keeping, student and teacher interaction, etc.).
• Relating teaching theory to practice in the classroom (e.g. reasons for selection of certain methodology or materials).
• Illuminating the basic principles of quality teaching and learning and how they are applied in a variety of settings.
• Encouraging good preparation and organization skills by requiring all lesson plans well in advance for all planned meeting.
• Discussing each plan and offering suggestions prior to teaching; encouraging independent, creative thinking in planning, use of materials, motivation, and teaching approaches.
• Withholding criticism during a lesson except in instances where mistakes are made.
• Helping to develop consistency with classroom management techniques, which support learning, self-control, and respect for others.
• Encouraging a working environment in which the student teacher feels poised and confident.
• Modeling ways to address individual differences so that students develop a sense of affiliation, security, and achievement.
• Supporting the habits of constant self-assessment, including post-lesson analyses.
• Encouraging and supporting positive rapport between the student teacher and the classroom students; cultivating a collegial, professional working relationship.

Conferencing
It is essential that the cooperating teacher initiate informal and formal conferences on a regular basis. These conferences promote successful development during the student teaching experience. Conferences may involve two or more individuals. Many times these conferences will be spontaneous while others will be scheduled on a regular basis. To ensure the success of a conference, each participant should understand the purpose of the conference and should feel free to play an active role in contributing, suggesting, and listening. Both the cooperating teacher and the student teacher must keep a log of these conferences.

Assessment
Fundamental to the student teaching process is the on-going assessment that ensures continual growth throughout the student teaching experience. Each licensure area may vary, however, all areas will use the Certification of Teaching Capacity Appendix G and the TaskStream Portfolio Assessment System. This is further explained in the phases of student teaching. Documentation of the student teachers progress must be maintained. This log ensures that all parties are aware of the strengths and weaknesses of the student teacher.
The principal or building administrator either coordinates the clinical experience in the school or delegates this responsibility. The principal and other school personnel will orient the student teacher to the school culture in various ways, including some of the following:

- Making introductions to relevant faculty and staff.
- Discussing school policies, rules, regulations, and general procedures, including use of school resources, attendance at school district in-service, lunch and transportation procedures, etc.
- Sharing a brief history and description of the school.
- Providing an orientation to the physical layout of the school.
- Providing information on the school calendar, including holidays, teacher workdays, parent conference dates, and faculty meetings.
- Establishing a place for the student teacher to receive mail and school announcements.
- Acquainting the student teacher with the role of school administration as it applies to teachers, parents, students, school board, and community.
- Meeting occasionally to determine how the student teaching experience is progressing.
- Inviting participation in school functions.
SUGGESTIONS TO FULFILL ROLES AND RESPONSIBILITIES

Responsibility of the University Site Supervisor
A. Interprets policy of university
B. Explains requirements
C. Observes the student teacher approximately once every two weeks
D. Evaluates the student teacher's progress
E. Serves as consultant to the student teacher, cooperating teacher, or supervisor
F. Serves as liaison between university and cooperating school
G. Confers with student teacher, supervising teacher, and school administrator
H. Determines, in cooperation with cooperating teacher, student's final grade

Responsibility of Cooperating Teacher
A. Prepares pupils and parents for the arrival of the student teacher
B. Introduces the student teacher to the pupils as a developing professional
C. Orient student teacher to total school program
D. Guides the student teacher in the acquisition of skills, knowledge, and attitudes
E. Maintains close interaction with pupils and student teacher throughout student teaching experience
F. Approves student teacher's lesson plans before presentation
G. Arranges for student teacher to observe other teachers and total school program
H. Assists university site supervisor in evaluating student teacher
I. Writes summary statement and recommendation for student teacher

Responsibility of Local School Administration
A. Recommends qualified cooperating teachers
B. Assists in placing student teachers
C. Prepares faculty and staff for student teacher's arrival
D. Provides orientation for student teacher
E. Interprets school's philosophy, aims, and goals to student teacher and supervisors
F. Reviews policies regarding such things as appearance, conduct, hours, etc.

Responsibility of the Student Teacher
A. Acts as assistant teacher under the guidance of the cooperating teacher
B. Participates in all phases of school life
C. Seeks suggestions for improvement
D. Assumes duties and responsibilities of a regular teacher
E. Maintains same work schedule as supervising teacher
F. Writes daily and long-range lesson plans
G. Evaluates lessons after they are presented
H. Prepares for conferences with cooperating teacher and university site supervisor
I. Seeks to develop knowledge of all instructional resources available to regular teacher
J. Develops awareness of students as individuals
K. Maintains professional ethics regarding all personal and confidential information about students
.0601 PURPOSE AND APPLICABILITY

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

.0602 STANDARDS OF PROFESSIONAL CONDUCT

a. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

b. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

   A. statement of professional qualifications;
B. application or recommendation for professional employment, promotion, or licensure;
C. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
D. representation of completion of college or staff development credit;
E. evaluation or grading of students or personnel;
F. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
G. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
H. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator’s classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator’s regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator’s employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

A. any use of language that is considered profane, vulgar, or demeaning;
B. any sexual act;
C. any solicitation of a sexual act, whether written, verbal, or physical;
D. any act of child abuse, as defined by law;
E. any act of sexual harassment, as defined by law; and
F. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others. Please refer to the FERPA website:

7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9. Alcohol or controlled substance abuse. The educator shall not:

A. be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. ? 90-95, the Controlled Substances Act, without a prescription authorizing such use;
B. be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
C. furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

10. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

11. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
12. **Scope of professional practice.** The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

13. **Conduct related to ethical violations.** The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

*History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998.*
PROFESSIONAL RELATIONSHIPS

At Mars Hill University we value and respect the acceptance of our candidates into the surrounding school districts who participate creating this guest-host relationship. It is important to note that a “host” school district and classroom teacher accept a student teacher as a “guest” who is learning to teach. Thus, acceptance on the part of the student teacher indicates the following:

- Understanding that the student teacher is expected to act in a professional manner at all times.
- Understanding that the student teacher is to abide by all regulations, procedures, and instructional practices, living up to professional and personal expectations.
- Understanding that if the learning environment is not compatible with the expectations of the school district, the student teacher may be asked to leave by either the university supervisor of the host school district.

PRESENTATION OF SELF

The impact of your presentation of self is vital to establishing a high reputation and strong authority among students and colleagues. It should be the full-time goal of the student teachers while working in the school setting. Creating and maintaining a professional demeanor is expected. Problems arise when physical appearance interferes and distracts student learning and building healthy collegial relationships. Causes of concern are often immodesty, casualness, grooming, and hygiene. Concerns most frequently involve hairstyles, jewelry, and visible piercing. When in doubt, please ask your college supervisor or cooperating teacher before wearing or doing something one might regret. It is essential to be sensitive to community norms. One of the most important things to be worn is a positive expression.
OBLIGATIONS AND REQUIREMENTS CONTINUING THE STANDARDS OF PROFESSIONALISM DURING THE PROFESSIONAL SEMESTER

During the student teaching experience, there are several obligations and requirements each student teacher must address. These obligations and requirements concern the calendar, holidays and vacations, absence/tardiness, substitute teaching, confidentiality and privileged information, corporal punishment, suspected child abuse, private interactions, and grading. It is essential that the cooperating teacher and the student teacher discuss the following obligations and requirements.

Calendar – Holidays, Vacations; Absence/Tardiness; and Substitute Teaching and Coaching

Mars Hill University student teachers follow the calendar of the host school district. The university program coordinator will specify the starting and ending dates of the student teaching experience. It is possible that these dates will not completely correspond with the university’s semester calendar. It is expected that the student teacher will follow the cooperating teacher’s schedule, in addition to the school district calendar.

When scheduling holidays and vacations, the Mars Hill University student teacher generally follows the host school district calendar. Student teachers are not permitted to take vacation time during the their clinical experience unless it is scheduled in the host school district’s calendar and approved by the university supervisor.

Absence and Tardiness

The professional semester is a full-time clinical experience and is designed to meet the minimal time expectations designed by state and national accreditation agencies. This is a serious obligation; one that holds responsibilities to the cooperating teacher, the district’s students, and the university. Therefore, fulltime, punctual attendance in the school placement is expected and required. Although there are no “sick days” or “personal days” in student teaching, absence from the school may be excused for personal illness and/or death(s) in a student teacher’s immediate family. In case of illness or death, the student teacher must telephone the cooperating teacher as soon as an absence is imminent. It is also the responsibility of the student teacher to notify the university supervisor and the building principal. Attendance to weekly seminar is required. The absence policy above applies to seminar.

Unexcused absences or tardiness in school placement and or weekly seminar will negatively affect the evaluation of the student teacher’s performance, particularly in the area of
“Professional Responsibilities.” Excessive absences and/or tardiness will result in termination of the student teaching experience. If an extenuating circumstance should occur that would impact attendance, the university supervisor should be contacted immediately. In follow-up, he or she will consult the cooperating teacher, building principal, and teacher education program concerning the ramifications and due process.

**Substitute Teaching and Coaching**

Mars Hill University has no policy concerning the remuneration of student teachers that function as substitute teachers when the supervising teacher is absent. Such arrangements are strictly between the host school and student teacher. However, it is strongly advised that every effort be made by the host school district to procure a teacher in charge. The student teacher should not be used as the substitute teacher except in emergencies.

Student teachers are encouraged to participate in coaching and extra-curricular activities to the extent these duties do not interfere with the primary student teaching responsibilities and expectations.
TEACHER AND STUDENT INTERACTIONS

Confidential Information

Student teachers are often privileged to various sources of confidential and sensitive information, including student records, school and classroom problems, and faculty and parent-teacher meetings. Public disclosure of confidential information is a violation of human dignity and rights. In most circumstances, it is considered a breach of professional ethics.

Student teachers should seek out the school’s regulations and procedures about the handling of confidential information. It is extremely important that all privileged information be treated with honor and respect.

Corporal Punishment

Student teachers may not administer nor participate in the administration of corporal punishment at any time.

Suspected Child Abuse

Student teachers are obligated to report suspected child abuse to the cooperating teacher. It is the cooperating teacher’s responsibility to report such suspicions following district policy and procedures. Student teachers also should report this disclosure to the university supervisor.

Private Interactions

Mars Hill University student teachers should always meet with students in a visible public location, even for one-on-one tutoring, conferencing, or interviewing. Special care must be taken to ensure that the cooperating teacher is aware of all interactions between the student teacher and students. In addition, student teachers may not transport students in their own vehicles or visit students at their homes or non-school locations. Maintaining a professional distance from students, especially high school students, ensures respect and dignity.

Grading

The ultimate responsibility for the grading of the professional semester clinical experience rests with the university supervisor. Student teaching is graded on a pass/fail (P/F) basis. The final grade is based on the following criteria:

1. successful performance of all tasks, both in the classroom and outside the classroom.
2. successful adherence of all policies and procedures during the professional semester.
3. successful evaluations from the cooperating teacher and college supervisor.
4. successful participation in seminar (if required).
5. recommendations from both the cooperating teacher and the university supervisor.
6. successful demonstration of promise as a teacher.
OVERVIEW OF THE PROFESSIONAL SEMESTER AND THE PHASES OF STUDENT TEACHING

The typical student teaching model has traditionally been one of a gradual and incremental process whereby the student teacher assumes more responsibility until full-time status was reached. In keeping with this model, the student teacher gradually relinquishes responsibilities to the classroom teacher. The cooperating teacher’s job was to model teaching strategies and then step back and evaluate the student teacher.

In current times, however, the focus is on co-teaching and co-learning. New teachers learn best at the elbows of the experienced classroom teachers while both are planning, teaching, and assessing. Sometimes called mentoring, this model of learning to teach is like an apprenticeship model in which mentor and student teacher work side-by-side, explicitly designing instruction and inquiring into the effectiveness of their teaching. The advantages are:

- two professionals are available to work with the learners
- the mentor and student teacher support and learn from each other
- two professionals working together can do things that neither could do working alone

While the student teacher is encouraged to participate as a co-planner and co-learner from the beginning of the semester, in the early part of the semester, the cooperating teacher takes the primary responsibility for planning instruction, managing the learning environment, and assessing student learning. The student teacher assists and supports to the extent he or she is able. As the semester progresses, the two teachers jointly plan, teach, and assess. Sometimes the student teacher takes the lead. At other times the cooperating teacher takes the lead.

Phase I: Orientation to the Community and School

After the placement is secured and conveyed to the student teacher, it is important to get to know more about the community, district, school building, cooperating teacher, and students. Building a strong and positive relationship with the host school and district should be the student teacher’s first goal. It is important that the student teacher visits the school and visits with the teacher and principal prior to the beginning of student teaching.

It is also critical that during this first phase of the student teaching that critical information be exchanged and gathered. Use the following as a checklist.

- Exchange phone numbers, email addresses, and mailing addresses
- Confirm the expected date, time, and location of the first day of student teaching
- Know the cooperating teacher’s daily and weekly schedule
- Discuss what courses, subjects, units, topics, etc., you will likely be teaching
- Determine whether curriculum materials, software, curriculum guides should be picked up prior to the start of student teaching
 Obtain a copy of the classroom or school rules, guidelines for classroom management, all policies and procedures, relevant to managing the learning-teaching environment.

 Prepare students, school staff, and community for the arrival of a student teacher

 Other items suggested by the cooperating teacher or the university supervisor include:

- Orientation of the student to the school, faculty, and staff
- During early conferences the student teacher should become acquainted with routine procedures such as the following:

1. School schedules
   - a time of opening and closing school for pupils and teachers
   - the time at which the teacher is expected to arrive and procedures for signing in and out
   - times for each instructional period, lunch, and class change
   - unique features of schedule such as staggered lunch periods
   - faculty meetings
   - club meetings

2. School routines
   - fire drills, tornado drills, etc.
   - methods of checking and reporting attendance
   - regulations concerning tardiness, early dismissal, and hall passes
   - traffic procedures between classes, for loading buses, concerning personal autos, etc.

3. School facilities
   - administrative and clerks' offices
   - guidance office
   - special education services
   - media center
   - teachers' lounge
   - supply rooms and work rooms
   - outside facilities
   - cafeteria
   - custodial services
   - lighting, heating, and ventilation
   - parking regulations.
Phase II: Inquiry into Community, School, and Classroom

At this phase of the clinical experience, it is essential for student teachers to become familiar with the community, school, and classroom context. The student teacher will need to research the community and conduct informal interviews and unobtrusive observations. This data will be useful in understanding the school and its resources, opportunities, and challenges.

In order to become better acquainted with the school personnel and operational procedures, the student teacher will need to complete the “Survey of School Services” (if required) found in the back of this Handbook. Pay very close attention to the services provided for students with special needs. This data will be collected and reviewed during seminar. It will be collected for the Teacher Education Assessment Database.

During this phase of the professional semester, it is necessary to collect data that specifically addresses several critical issues in public schooling. The following set of questions or statements will assist you in developing your observations of other educators and school personnel.

Field Experience Questions: A Guide for the Process of Teacher as Ethnographer

The following questions are to be used only as a guide. Do not use these questions as a “laundry list” but as thought-provoking questions that enable you to become a more reflective practitioner.

Select
- What lesson or unit did you observe?
- Why have you selected this school, teacher, and group of children?

Describe
- Which group/class did you observe?
- What are the demographics of the group (race, class, gender, age, grade level)?
- How were the seats arranged in the classroom? Draw a diagram
- Describe the lighting (natural and/or inside? shades? fluorescent?), room temperature, noise level, windows, plants, pets, decorations, etc.
- What was the content of the unit or lesson?
- When did you observe this unit or lesson?
- What were your expected outcomes before the observation? After the observation?
- What did the students do during the lesson?
- What role(s) did the teacher assume during the lesson? Describe the teacher’s movements, eye contact, posture, and level of enthusiasm.
- What kinds of questions did you ask or anticipate for your interview with the teacher? Describe the interview process.
• Any rituals performed during the lesson?
• Describe the teacher’s management style.

Analyze
• How did the teacher/students present the material?
• How were students engaged in meaningful learning? Was there evidence of creative drama, movement, visual art, music, creative writing, reading, integration of content?
• Did students react to one another as well as to the teacher during the lesson?
• What was your overall impression of the teacher/students? How does this impact your analysis?
• How do you know the students were learning the content?
• Did teacher/students relate this lesson to previous learning or students’ shared experiences?
• How did the teacher/students account for diversity in the lesson/unit?
• Did the lesson allow students to experience “flow”?
• Were choice, time, engaging images, reflection, and sharing a part of the lesson? And, did this contribute to the overall effectiveness of the lesson?
• How effective was the teacher’s management style in directing students toward success?

Appraise
• What was effective/ineffective about the teaching techniques in this lesson/unit?
• Did s/he achieve desired outcomes? What evidence indicates this occurred?
• Were there outcomes achieved that you did not expect to see?
• How did students react to the materials chosen or the methods used?
• How does this lesson relate to your philosophy of education?
• Describe the environment. Did it allow for intellectual comfort/risk-taking/creativity?

Transform
• What techniques/materials from this lesson will you take and use in your practice? Which ones would you not use or possibly modify? Why?
• Based on how well the students interacted with the material, what would you do next if this were your classroom?
• Given the cultural portrait of this classroom, how would you interact with this group? Are there any fears or doubts, strengths and weaknesses that come to mind?
• How has this experience changed your thinking about the student-teacher relationships and learning activities, educational theory, power, student resistance, and informal/formal assessments?
• What did you learn from the students/teacher that enabled you to rethink and redesign schooling and classrooms?
• Has this changed your notion of your pre-service education here at the university or university?

**Phase III: Inquiry into Teaching and Learning: Planning, Teaching, and Reflecting**

Once oriented to the community, school, and classroom, the focus shifts to greater collaboration with the cooperating teacher and his or her students, thus strengthening the mentoring relationship. The student teacher may engage in activities ranging from assessing or tutoring individual students to working with small group to co-teaching the whole class. The student teacher also typically participates in tasks such as preparing new instructional materials, grading, etc. At the core of the student teaching experience, Phase III provides teachers with the opportunities to inquire carefully into the many factors that influence learning and teaching while learning and refining instructional and assessment skills.
INSTRUCTIONAL PLANNING AND MANAGEMENT

In keeping with current research in the field of curriculum development, curriculum theory, and instructional organization, secondary candidates are prepared to develop curriculum based on the unique educational and social needs of the adolescent learner. Whether planning is sometimes thematic, inquiry based, project based, standards based, or grounded in habits of mind or skills, secondary candidates are “curriculum makers” and pay close attention to the diverse instructional needs of all students. All instructional planning must take into consideration the following principles of instructional planning.

1. Curriculum should be grounded in an understanding of the whole child.
2. Curriculum should be based on what we want students to know and be able to do.
3. Students and teachers should be engaged in authentic, intellectual work.
4. Assessment should demonstrate that students can do important work.
5. A coherent curriculum should be developed across the entire school (excerpted from Turning Points Guide to Curriculum Development, p. 4).

Therefore, instructional planning and management is not rigid, nor is it scripted. It must be seen as an on-going process, facilitated by the cooperating teacher and developed by the student teacher. It is essential that a strong working relationship be developed by the student teacher, understanding the curriculum philosophy of the cooperating teacher.

Instructional Planning

It is the responsibility of the student teacher to design, in consultation with the cooperating teacher, both long-range and short-range planning. As the semester progresses, the student teacher should further develop independent plans, consulting with the cooperating teacher only when necessary. The cooperating teacher should assist the student teacher in evaluating each lesson during a specified conference time each day.

Long Range Planning for Student Teaching Experience

Prior to the beginning of full-time student teaching, the student teacher and the cooperating teacher must develop a long-range plan. This plan will enable both the student teacher and the cooperating teacher to link, monitor, and arrange the overall instructional design of the student teaching experience. The long-range plan must include:

- A narrative detailing the ability and developmental levels, backgrounds, needs, and interests of students.
- A set of long-term goals for students based on their abilities, needs, qualities, and interests.
- A sequence of appropriate instructional units accomplishing the long-range goals.
- A timeline for completing instructional units.
• A plan for order or obtain special instructional materials or resources.
• A plan for evaluating student progress and achievement.
• A plan for maintaining records of student progress and achievement.
• A plan for the rules and procedures for managing student behavior.
• A plan for essential non-instructional duties.
• Procedures for routinely communicating with parents.
• A section for routine reflection and adjustment of the long-range plan and goals.

**Short Range Planning (Week-to-Week/Unit Planning)**

Based on the long-range planning, short-range planning may take the form of a unit of study, a thematic unit, a project, or an inquiry based unit. The length of the short-range plan varies based on a number of variables, e.g. the developmental needs of the students, the content, the age level, the methodology, timeframe, and interests of the students. The short-range plans must take into account:

• plan instructional units that build on students' learning and development from previous units and that connect to knowledge and skills to be covered in future units;
• plan unit objectives that are appropriate for the ability and developmental levels of students and that set appropriately high expectations for all students;
• select levels and sources of content which are appropriate for the ability and developmental levels of students, and which will expose students to a variety of intellectual, social, and cultural perspectives;
• select, adapt or develop materials, resources, and technologies which will present content in a variety of formats;
• plan a variety of appropriate and logically sequenced instructional strategies which will provide sufficient opportunities for initial learning, application and practice, and review;
• plan instructional strategies which are matched to the learning styles of students and that accommodate for differences in rates of learning and development;
• plan instructional strategies which will actively engage students in instruction and learning, as well as promote varied levels of thinking and problem-solving skills;
• plan instructional strategies that will promote independent and collaborative learning; and
• revise and adjust plans, as needed by students.

**Classroom Management**

Being able to manage a class requires an on-going knowledge of philosophically and legally sound principles that can be put into practice. The MHU Teacher Education Department believes the following are essential to effective classroom management:

• Completion of CPI training
• Effective implementers of Functional Behavior Assessments and Behavior Intervention Plans if appropriate
• Effective managers of classroom behavior begins with an understanding of and tolerance for all students, taking into account their emotional, physical, and mental needs.
• Effective managers of classroom behavior minimize managerial tasks and maximize instructional tasks. This is accomplished by relegating non-instructional duties and responsibilities to the students and creating student ownership and responsibility for the classroom environment.
• Effective managers of classroom behavior understand that a positive democratic mode of interaction is more effective than an autocratic mode.
• Effective managers of classroom behavior are fair, consistent, and trustworthy.
• Effective managers of classroom behavior understand and are able to separate negative behaviors from the academic performance of the students.
• Effective managers of classroom behavior establish a learning environment where procedures for dealing with infractions and disturbances are equitable and consistent.
• Effective managers of classroom behavior maintain a highly stimulating learning environment, clearly demonstrating high expectations for all students.
• Effective managers of classroom behavior continuously seek new methods and procedures for dealing with students.

The student teacher should develop or implement a management plan consistent with the plans, policies, and procedures of the cooperating teacher and the host school. It is essential that the student teacher model effective management of classroom behavior and welcome feedback from the cooperating teacher. The student teacher must constantly reflect upon and evaluate their management style and adjust accordingly to meet the needs of their students.
The following is a suggested plan for student teaching:

**THE FIRST WEEK**

A. During the first full week, the cooperating teacher should plan activities which will develop the student teacher's familiarity with the school setting—names of students, routine procedures, school policies, and so forth.

Suggestions for helping the student teacher become acclimated to the routine, including the following:
- Taking charge of routines such as attendance, ventilation, heating, or lighting
- Becoming familiar with materials in the classroom
- Taking a guided tour of the school plant
- Complete the Survey of School Services
- Began your long range plan with your cooperating teaching
- Meeting personnel
- Doing guided observations of particular students
- Assisting individual students with class work
- Reading appropriate material to the class
- Interviewing individual students to prepare for later teaching
- Review of student needs and abilities with supervising teacher.

B. On the first day there should be a conference about the day's activities and plans for the remainder of the week.

C. Other early experiences and activities might include
- learning student’s names with correct pronunciation
- studying data about individual students
- learning names of staff (a written staff list is helpful if available)
- observing students from various parts of the classroom
- becoming familiar with audio-visual materials and equipment
- becoming familiar with media center and resource guides
- arranging bulletin boards and other displays
- helping with individual or group instruction
- participating in homeroom activities
- handling some matters that pertain to classroom management
- reading curriculum guides, teachers' manuals, school handbook, and other materials

D. The cooperating teacher should help the student teacher plan his/her objectives. Both should review objectives periodically to determine if they are being met or if they warrant revision.

E. The cooperating teacher should assist the student teacher in planning long-range objectives commensurate with scope and sequence and with student’s past experiences.
F. The cooperating teacher and student teacher should develop a tentative teaching schedule for the student teacher.

G. The cooperating teacher and student should consider the merits to students of a gradual rather than an abrupt shift in their roles.

H. The cooperating teacher should assess the situation and the student teacher's potential when pacing the shift of responsibility.

THE SECOND THROUGH FIFTH WEEKS

A. The student teacher:

1. Begins making lesson plans with the aid of the cooperating teacher.
2. Assumes formal teaching duties at the rate of one or more classes per week at the discretion of the cooperating teacher based on the readiness of the student teacher.
3. Attends all meetings, including IEP and transition, after parental consent is given to do so.

B. During this time, the student teacher continues to observe and hold evaluation conferences with the cooperating teacher. Some observation of other teachers within the school is desirable for the student teacher at this time.

C. A written evaluation of the student teacher's progress should be made by the end of the fifth week by the university site supervisor and the cooperating teacher. Forms for this evaluation are provided by the university and the evaluation should involve the university site supervisor, cooperating teacher, and the student teacher. The mid-point evaluations may or may not be completed at the same time.

THE SIXTH THROUGH EIGHTH WEEKS

A. The student teacher carries full load of classes. This portion of the practicum should follow the cooperating teacher’s instructional schedule. The full teaching load should include homeroom (advisor/advisee) and any other duties regularly assigned to the cooperating teacher. The cooperating teacher continues to oversee the student teacher's plans and gives close supervision.

THE NINTH THROUGH TENTH WEEKS

A. The cooperating teacher gradually resumes teaching responsibilities, but the student teacher continues to teach part of the day and relinquishes some of the classroom duties. The student teacher may wish to use some of this time to observe in other fields or areas in the school or other schools.
Phase IV: Evaluation of Student Teaching

As previously stated, the university site supervisor is solely responsible for securing the final documentation and providing the student teacher with feedback that will support continual growth. The evaluation process is based on and aligned to The North Carolina Professional Teaching Standards. These standards may be found at http://www.ncpublicschools.org/effectiveness-model/ncees/standards/.

These standards are the same criteria that all teachers in North Carolina are evaluated on. It is important that student teachers planning to teach in North Carolina become familiar with this evaluative instrument. During the process of student teaching you will be evaluated on the same North Carolina standards but via a different instrument known as the Certification of Teaching Capacity. (See next page for evaluative instrument).
**LEA/IHE Certification of Teaching Capacity**

Candidate’s Name: ________________________________  School: __________________

Cooperating Teacher’s Name: ______________________  Grade: _____________

LEA: __________________________________________  IHE: Mars Hill University

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td></td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td></td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td></td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td></td>
</tr>
</tbody>
</table>
### Instruction

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>

### Evaluation/Assessment

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>5a. Teachers analyze student learning.</td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>
## Impact on Student Learning

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning</td>
<td></td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td></td>
</tr>
</tbody>
</table>

### LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

**SIGNATURES**

**Note:** The candidate’s signature does not imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or Designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (Optional):**


49
NORTH CAROLINA PROGRAM APPROVAL PORTFOLIO

As part of the Teacher Education Program’s ever-growing need to assess candidates at each transition point, the North Carolina Program Approval Portfolio enables candidates to self-reflect on their progress. At each transition point, candidates are required to demonstrate developing competency of the North Carolina Professional Teaching Standards, ensuring that thought provoking assessment, reflection and leadership occur. Faculty, department heads, public school personnel, and peers are an essential part of the portfolio process, making the process accessible to all members of our educational community.

In 2012, the MHU Teacher Education Department adopted TaskStream™ as their e-portfolio system of choice. This Internet based portfolio system allows candidates to (1) demonstrate their ever-growing knowledge, skills, and dispositions; (2) demonstrate their technology knowledge and skills; (3) collaborate with faculty, peers, and public school professionals; (4) store many documents on line – accessible anywhere there is Internet connection; (5) increase the accessibility of artifacts to faculty, potential employers, and other professionals; and (6) have the full potential of their portfolio beyond their pre-service experience at Mars Hill University.

TASKSTREAM™ TECHNOLOGY PORTFOLIO REQUIREMENTS

Portfolio Overview

Each licensure area follows the same basic portfolio outline. The electronic evidences (EE) for the majority of programs include:

EE 1: Content Knowledge: Evidence demonstrates breadth of content knowledge in the specialty area. This evidence must be a transcript or passing scores on the appropriate Praxis II test(s).

EE 2: Content Knowledge: Evidence demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

EE 3: Pedagogical and Professional Knowledge Skills and Dispositions: Evidence demonstrates candidate effective design of classroom instruction based on research-verified practice.

EE 4: Pedagogical and Professional Knowledge Skills and Dispositions: This evidence must be a copy of the state-adopted LEA/IHE Certification of Teaching Capacity completed by the institution and the cooperating teacher.
EE 5: Positive Impact on Student Learning: Evidence demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

EE 6: Leadership and Collaboration: Evidence demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

*It is critical for you to assume responsibility in knowing the specific Electronic Evidences for your licensure area program

**Formatting**

- Follow the requirements as specified in the North Carolina Program Approval Portfolio under your licensure area
- All attachments must be either (1) in PDF format, (2) in a Microsoft Office platform, or (3) accessible by on-campus software. All other formats not viewable by department faculty will be denied.
- All artifacts with student’s names must be “sanitized.” (no actual names included)

**Evaluation**

All portfolios will be evaluated according to the North Carolina Program Approval Portfolio Rubrics available from your program coordinator. Evidences will be evaluated according to the artifacts in that section. In order to be eligible to receive licensure, each candidate must meet each standard at the “acceptable” level. Any portfolio that does not receive an “acceptable” rating for each standard will be returned to the candidate. The candidate must then resubmit a revised portfolio to be reviewed before he/she is eligible to receive licensure.

You are encouraged to submit your electronic portfolio before the submission date. That way, if you need to make modifications to your portfolio you may do so in a timely manner. It is strongly advised that you share your portfolio with peers and professors for preliminary review.
LICENSURE APPLICATION PROCESS

The initial licensure procedure has five components:

1. A completed licensure application with fee of $55.00 payable to NCDPI in the form of a personal check, cashier’s check, or money order (cash will not be accepted) submitted to the Teacher Education Program.
2. Passing Scores on PRAXIS II or required licensure exam.
3. Successful completion of student teaching.
4. North Carolina LEA/IHE Certificate of Teaching Capacity signed by student, cooperating teacher, university site supervisor, and principal (or designee) indicating student has met all proficient descriptors.
5. Successful completion of the North Carolina Program Approval Portfolio.

Once you have provided this information/documents/payment and have satisfied all requirements, a NCDPI license application will be submitted on your behalf to North Carolina Department of Public Instruction. The submission, processing, and receipt of your application materials and license may take up to eight weeks. Applications are mailed to NCDPI via certified mail and you will receive an email from TEP as confirmation for your records. Even if your prospective employers logs into the DPI database and cannot confirm your license status, it does not mean that NCDPI does not have your application.
INDICATORS OF PROFESSIONAL PERFORMANCE AND STUDENT SELF-EVALUATION

1. Asking a question and then selecting a student to answer
2. Varying level of difficulty and selecting respondents appropriately
3. Returning papers promptly
4. Remembering to expose new material to students both visually and aurally
5. Making sure all students can see visuals such as board work, maps, screen
6. Making sure pertinent part of transparency is visible on screen
7. Using one's voice as a teaching resource—distinct, well-modulated, appropriate volume, varied
8. Avoiding carelessly written chalkboard or whiteboard entries
9. Becoming aware of the vulnerability and sensitivity of students
10. Developing a habit of offering positive but sincere feedback
11. Realizing that sarcasm is inappropriate in the classroom
12. Using penalties and punishments to change behavior, not to get even
13. Avoiding threats which cannot be carried out
14. Avoiding general punishments
15. Maintaining level-headed demeanor even under pressure (i.e., holding your temper).
16. Modeling appropriate behavior in terms of responsibility and respect for school policies
17. Monitoring to determine whether instruction is at an appropriate level
18. Explaining new material carefully and clearly
19. Using vocabulary which students can comprehend
20. Evaluating self to eliminate distracting mannerisms or speech patterns
21. Encouraging students to offer answers and comments audible to entire class
22. Budgeting class time wisely
23. Monitoring the class from vantage points other than lectern or teacher's desk
24. Carefully preparing for each class period
25. Attending to all members of the class
26. Following your lesson plan reasonably well, avoiding tangents but acknowledging legitimate questions and interests
27. Offering necessary censure to students in private if possible
28. Varying presentation technique
29. Maintaining a positive outlook toward class members and enthusiasm for the instructional program
30. Evaluating your own performance with thought of self-improvement
Positive Characteristics an Observer Might Notice of a Successful Lesson

1. Prompt beginning.
3. Statement (however brief) of objective for the lesson.
4. Students participating with a reasonable success rate.
5. Instruction that is clearly articulated, free of sub-standard language, in an appropriately modulated voice.
6. Students who are not only quiet and orderly but are engaged with the material of the lesson.
7. Orderliness and attractiveness of the classroom environment.
8. Good rapport between teacher and students.
9. A well paced lesson.
10. Contributions from the teacher's experience, preparation, or broader knowledge to enrich the lesson.
11. Skillful direction of discussion or question-and-answer segments.
12. Efficient handling of routine matters to extend teaching-learning time.
13. Skillful integration of low-ability students into the class.
14. A presentation which does not use one learning modality to the exclusion of others.
15. Clear statement of teacher expectations for evaluation purposes.

Self-Evaluation Form for Student Teachers

The purpose of this instrument is to help the student teachers discover areas in which their performance might be strengthened. They should rate themselves as honestly and objectively as possible. Their ratings will have no effect on their grade in student teaching. After they have marked all items, they should note weaknesses and look for opportunities to strengthen themselves in those areas.

A scale of 1 to 5 is suggested.

Use 1 to denote poor
Use 2 to denote fair to below average
Use 3 to denote average
Use 4 to denote good to above average
Use 5 to denote excellent

Personal
A. Do I dress neatly and in good taste?
B. Do I have good posture and carriage?
C. Am I adaptable to new situations?
D. Am I enthusiastic in presenting new material?
E. Do I show poise and self-control?
F. Do I have good health and vitality?
G. Am I self-confident?
H. Am I courteous in speech and actions?
I. Am I free from undesirable mannerisms?
J. Do I keep a good balance between dignity and familiarity?
K. Do I have a sense of humor?
L. Am I reasonably free from prejudice?
Professional

A. Am I dependable in all my relationships with students?
B. Am I cooperative with teachers, pupils, administration, and the community?
C. Do I have high standards for my own personal conduct?
D. Do I welcome and utilize suggestions for improvement?
E. Do I have a growing acquaintance with reference materials?
F. Is my understanding of pupils adequate?
G. Do I use discretion in my conversation concerning school matters at all times?
APPENDICES
Appendix A     Study of School Services

Name _____________________________________

School _____________________________________

Part I:  Guidance, Testing, Evaluation, and Reporting

1. Purpose of Guidance Program
2. Procedures for obtaining services
3. Services of the Guidance Program
4. Teacher’s role in guidance
5. Standardized tests/ purpose
6. School’s grading/reporting policies
7. School’s promotion and retention policies

__________________________________________
Signature (Guidance Counselor/ Other)

Part II:  Instructional Materials and Equipment
(Confer with Media Coordinator and or other appropriate personnel)

1. Available Media Center materials relating to your subject area or grade level
2. Media Center hours for students and teachers
3. Procedures for using Media Center (class/students/teachers)
4. Procedures for instruction of students in using the Media Center

__________________________________________
Signature (Media Center Coordinator/ Other)

(For the remainder of Part II, confer with the Technology Coordinator or other appropriate personnel. Please note that signature here certifies that you are able to successfully use and operate the pieces of equipment indicated here)

1. Types of audio-visual media and materials available at school and district-wide and school policies regarding use of videos
2. Computer resources, policies and procedures
3. Scheduling of computer lab
4. Operation of VCR and other video equipment
5. Creation and use of transparencies, policy for using copier
6. Others as appropriate (specify) _______________________________________

___________________________________
Signature (Technology Coordinator/Other)
Part III: Health Services
(Confer with Clinic Director or other appropriate personnel)

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to student

________________________________________
Signature (Clinical Director/Other)

Part IV: Other Special Service Areas – Roles and Responsibilities
(Confer with these key service people or other appropriate personnel in order to learn about their services and guidelines for their working relationships with teachers)

1. Curriculum Resource Teacher or Assistant Principal for Curriculum
2. Special Programs Teacher
3. Special Programs Teacher
4. Special Programs Teacher
5. Special Programs Teacher

Part V: Paraprofessional Staff and Non-Professional Staff

Cafeteria Staff

Custodial Staff

Secretarial Staff

Teacher Assistants

Others
Part VI: Other School Information
(Confer with Principal or other appropriate personnel)

1. School policies/regulations relating to teacher behavior and appearance
2. School policies/regulations relating to student behavior and appearance
3. Procedures for severe discipline referrals
4. Faculty meetings (times, how used, etc.)
5. Local professional organizations and services
6. Board of Public Instruction Organization – System Structure (roles and relationships)
7. School Organization for Instruction:
   a. Grouping
   b. Departmentalization
   c. Chain of Command
   d. Curricular
   e. Extra-curricular offerings
   f. Scheduling of teachers and students
8. Information about community served by school
9. Teacher evaluation procedures and in-service opportunities
10. School and county employment opportunities and procedures to follow

__________________________________________
Signature (Principal/Other)

Additional Notes:
Appendix B

Student Teacher and Teaching Observation Guide

Purpose: The purpose of this guide is to help the Student Teacher gain practice in identifying essential factors for effective instruction during an observation.

Directions: As you observe, please take notes that apply, as appropriate to the components of a complete lesson as outlined here.

1.1. Purpose: Objectives of Unit or Lesson (Why?)
   1.1.1. What is the objective(s) of the lesson, information, attitudes, and values?
   1.1.2. Is the objective(s) shared with the students?
   1.1.3. Is the objective(s) worthwhile for these students?
   1.1.4. How does the objective(s) relate to the long range, overall goals of the course or year?
   1.1.5. Is the objective(s) realistic for the abilities of this group?

1.2. Content (What?)
   1.2.1. Is the content appropriate to attaining the objective(s)?
   1.2.2. Is the content accurate?

1.3. Teaching Procedures (How?)
   1.3.1. What techniques are used?
   1.3.2. Are they appropriate to the objective(s)? (i.e. practice in doing what we want to see the student be able to do)
   1.3.3. How are students motivated?
   1.3.4. How does the teacher foster a wholesome climate?

1.4. Student Activities (What are the students doing?)
   1.4.1. Are students generally interested/involved?
   1.4.2. What kinds of behaviors do the students display?
1.5. Physical Factors (physical learning environment)
   1.5.1. What provisions are made for a proper physical environment?
   1.5.2. Is the seating arrangement effective?
   1.5.3. Is the lighting well suited for the learning and teaching environment?

1.6. Evaluation: Teaching-Learning Situation (Results)
   1.6.1. Was this the kind of situation in which an evaluation was feasible? Explain.
   1.6.2. Was it effective in making necessary identifications for next steps and adequate measurement of objectives?
Appendix C

Observation Guide

Name _________________________________               Date _______________

Class and Section Observed ______________________________________

Directions: The purpose of this sheet is to assist you in “seeing” important parts of the learning-teaching experiences during your observations. Observe with these topics in mind, using the examples given, to identify these skills. Under each topic write specific things the teacher did and said to open and close the class or lesson.

I. Opening The Class

a. Establishing routine
   1. Check attendance
   2. Collecting or distributing student work
   3. Small talk
b. Evidence of maintaining rapport
   1. Evidence of fairness
   2. Evidence of friendliness
   3. Evidence of interest
   4. Evidence of sincerity and concern
c. Giving attention to the day’s lesson
   1. Evidence the teacher is ready to begin the lesson
   2. Introduction to the lesson
      a. Relationship to previous lesson
      b. Value of lesson
      c. Objectives of lesson
      d. Scope of lesson

II. Closing the Class

a. Techniques
   1. Reinforcing students’ successes
   2. Summarizing what was done
   3. Relaying the knowledge to the next steps
   4. Making assignments and dismissing students
b. Pitfalls
   1. Racing the clock
   2. Early closing
   3. Extended discussion
   4. Classroom interruptions
   5. Lack of student preparation
   6. Notes and Comments:
Appendix D

Reflection Record

Name: _______________________________ Date _____________

Select a lesson taught (include length, group size, and reason for teaching it):

Please select one lesson each week upon which you wish to reflect. Using the following reflection cycle format of questions to guide your thinking. Use as much space as you need to respond to each question.

Describe: What did I do? (Type of lesson and procedure used)

Analyze: What worked? Why did it work?

Appraise: What were the problems? Why did they occur? What questions do I have about my lesson? (for example, planning process or instructional methods)

Transform: What did I learn about this instructional strategy, about teaching this content, and about this age group that will help in teaching this lesson or a similar lesson in the future?
Appendix E

Weekly Student Teaching Report Sample

<table>
<thead>
<tr>
<th>Weekly Student Teaching Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher: Student Teacher A</td>
</tr>
<tr>
<td>Grade Level: 3 MHU ID# 00000000000</td>
</tr>
<tr>
<td>Cooperating Teacher: Ms. Teacher School: USA</td>
</tr>
</tbody>
</table>

Summary of Activities for the Week:
- Assisted with small group
- Constructed display of student work
- Taught spelling lesson
- Planned field trip with my teacher
- Attended faculty meeting

<table>
<thead>
<tr>
<th>Summary of Hours for the Week</th>
<th>Hours Brought Forward from Previous Week</th>
<th>Hours for Current Week</th>
<th>Sub-Totals (to be forwarded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of observation of Cooperating Teacher</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Hours of Participation in Teaching (team-teaching, circulating/assisting)</td>
<td>16</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Hours of Lesson Planning, Preparation, Record-Keeping</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Hours in School Activities Outside the School Day (in service days, faculty meetings, PTA)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hours in Conference with Cooperating Teacher and/or University Supervisor</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Hours of Observation in other Schools/Classrooms</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other related professional responsibilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>39</strong></td>
<td><strong>40</strong></td>
<td><strong>79</strong></td>
</tr>
<tr>
<td>Hours absent from Internship this week</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

To be completed by student teacher on a weekly basis. Note: Round off hours to the nearest half hour expressed in decimal form (ex. 1 ½ hours = 1.5 hours)
**Weekly Student Teaching Report**

<table>
<thead>
<tr>
<th>Summary of Hours for the Week</th>
<th>Hours Brought Forward from Previous Week</th>
<th>Hours for Current Week</th>
<th>Sub-Totals (to be forwarded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of observation of Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Participation in Teaching (team-teaching, circulating/assisting)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Lesson Planning, Preparation, Record-Keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours in School Activities Outside the School Day (in service days, faculty meetings, PTA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours in Conference with Cooperating Teacher and/or University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of Observation in other Schools/Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other related professional responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours absent from Internship this week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be completed by student teacher on a weekly basis. Note: Round off hours to the nearest half hour expressed in decimal form (ex. 1 ½ hours = 1.5 hours)
In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td></td>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Met/Not Met</td>
</tr>
</tbody>
</table>
### Instruction

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em>.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>

### Evaluation/Assessment

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard</em>.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td></td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>5a. Teachers analyze student learning.</td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>
### Impact on Student Learning

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning</td>
<td>Met</td>
</tr>
<tr>
<td>1d.1. Implements and adheres to policies and practices positively affecting students’ learning</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Met</td>
</tr>
<tr>
<td>2d.1. Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2d.2. Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

---

**LEA/IHE Certification of Teaching Capacity**

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

**SIGNATURES**

Note: The candidate’s signature does not imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or Designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (Optional):**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Signature of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read through the Handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain a copy of class rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain a copy of all policies and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain guidelines for classroom management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain copies of school schedules and routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather information on the school facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance of all workshops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Products:**

- Survey of School Services
- TaskStream Portfolio Update
- Observations (minimum 4)
- Weekly Student Teaching Reports
- Unit Plan
- Parent Contact Log
- First Evaluation
- Mid-Semester Evaluation
- Final-Semester Evaluation
- Exit Interview
- Video and Reflections (2)
- Capstone case study (if required)
### Cooperating Teacher Check List of Suggested Duties

(See suggestions on page 26)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions for Week 1</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Week 2</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Week 3</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Week 4</td>
<td></td>
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<tr>
<td>Suggestions for Week 5</td>
<td></td>
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<tr>
<td>Suggestions for Week 6</td>
<td></td>
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<tr>
<td>Suggestions for Week 7</td>
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<tr>
<td>Suggestions for Week 8</td>
<td></td>
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<tr>
<td>Suggestions for Week 9</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Week 10</td>
<td></td>
</tr>
<tr>
<td>Arranges for observation of other classes</td>
<td></td>
</tr>
<tr>
<td>Helps write lesson plans</td>
<td></td>
</tr>
<tr>
<td>Give praise and feedback</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Evaluation</td>
<td></td>
</tr>
<tr>
<td>Final-Semester Evaluation (completed with university supervisor)</td>
<td></td>
</tr>
<tr>
<td>Portfolio Evaluation</td>
<td></td>
</tr>
<tr>
<td>Write Recommendation Letter</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

MARS HILL UNIVERSITY

Transition II: Admission to Clinical Practice
(Student Teaching)

Student Teacher Candidate Acknowledgement Form

All applicants for student teaching placement are responsible for reading the Student Teacher Handbook. To access the Handbook, click on the link from http://www.mhu.edu/education

I, ___________________________, hereby acknowledge that I have read the
(legibly print your full name)

Student Teacher Handbook and understand that claims of ignorance of the policies outlined in the Student Teacher Handbook will not be accepted as an excuse for policy violations.

____________________________
Signature

_____________________
Date